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ABSTRACT

An outline of the basic elements and services of the Chicago public high schools' bilingual education programs provides information to assist staff at all levels in implementing the programs. The information includes: (1) descriptions of the basic program components (core instruction in the native language, instruction in English as a second language, bilingual support services such as tutoring and individualized instruction, and elective native language instruction), (2) curriculum sequencing, (3) progress criteria (horizontal), (4) exit criteria (vertical), (5) high school graduation requirements, (6) staffing requirements and (7) recommendations, and special education provisions. Tables present the curriculum unit requirements and scheduling by academic year, and a form for teachers to submit program evaluations is also included. (MSE)

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CHICAGO PUBLIC SCHOOLS BILINGUAL EDUCATION: DIFFERENTIATED CURRICULUM

INSTRUCTIONAL DESIGN-- HIGH SCHOOLS

Field Test

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CHICAGO PUBLIC SCHOOLS
BILINGUAL EDUCATION:
DIFFERENTIATED CURRICULUM

INSTRUCTIONAL DESIGN--
HIGH SCHOOLS

Field Test

JOSEPH P. HANNON
General Superintendent of Schools

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PREFACE

The bilingual education instructional program of the Chicago public schools is an integral part of the general program of instruction. Regardless of the language used as the vehicle of instruction, the scope and sequence of curriculum guides is the same. All students are involved in learning the same continuum of skills, concepts, knowledge, and information to the limits of their own abilities, application, and diligence.

Instruction materials developed in the student's first language also draw upon the student's culture, thereby reinforcing the student's self-concept. The teacher, whether he/she delivers the instructional program in the student's language or in English, is also a key figure in the development of the student's self-concept.

The instructional design of the differentiated curriculum has been developed to assist staff at all levels in the implementation of bilingual education in the Chicago public schools.

The high school design continues the bilingual program to meet the student's needs as he/she progresses toward graduation.

ACKNOWLEDGMENT

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DIFFERENTIATED CURRICULUM
INSTRUCTIONAL DESIGN--HIGH SCHOOLS

A. Program Components

Schools with 20 or more students of limited English proficiency and of the same language background are required to implement a program of bilingual education.

In secondary schools, bilingual programs include the following components:

- . A minimum of 90 minutes of instruction daily in the (core) subjects taught in the native language
- . Daily instruction in English as a Second Language (ESL), for credit
- . Bilingual support services, e.g., individualized instruction, tutoring, supplemental activities, to be provided during the student's study period(s)
- . Elective coursework in native language arts, for credit.

Services to limited-English-proficiency students enrolled in groups of fewer than 20 shall be consistent with the Plan for the Implementation of the Provisions of Title VI of the Civil Rights Act of 1964, Chicago Board of Education (1977).

B. Curriculum

- . Courses must be selected in accordance with the scope and sequence requisites for graduation (see Table I). Eighteen units of credit, successful performance on the test for Public Law 195 (U.S. and State Constitutions) and the Minimum Proficiency Skills Test, completion of Driver Education classroom instruction, and completion of at least nine weeks of Consumer Education are required of all Chicago public high school graduates.
- . For students who have had previous experience in a bilingual program, the high school counselor and/or bilingual coordinator will determine the bilingual year level at which the student should enter high

school based on such criteria as Continuous Progress reading level in English, placement on the ESL sequence of objectives, and whether or not the Minimum Proficiency Skills Test has been passed.

- . First year: ESL I two periods daily. Two units of credit in English, one of which replaces English I and the second unit, reading laboratory, is considered an elective.
- . Second and third years: ESL II and ESL III (each one unit of credit) replace the required English courses.
- . Students in ESL II and ESL III may be programmed into a reading laboratory in conjunction with ESL classes.
- . When a student exits the bilingual program, he/she will be assigned to an English course appropriate for his/her ability level. If necessary, bilingual support will remain available.
- . A suggested organizational model is shown in Table II.
- . Instruction materials are to be chosen in keeping with the policy and procedures of the Board of Education. Selection from approved listings and district superintendent approval of other materials are accepted modes of selection.

C. Progress Criteria - Horizontal

- . A student's progress in the content areas is determined through evaluation of learning in the language in which instruction is being conducted.
- . The ESL program has a sequence of objectives to determine the progress of the student at his/her own pace.
- . Horizontal criteria do not relate primarily to the status of the student in the high school bilingual program, but rather to the progress the student is making in courses related to the scope and sequence as required for high school graduation.
- . Horizontal criteria are a part of Table III.

D. Exit Criteria - Vertical

- . High school students are classified as either needing or not needing a bilingual program. (See "Guidelines and Procedures for the Implementation of Bilingual Programs in the Chicago Public Schools.")
- . A student will exit from the high school bilingual program when (1) he/she has progressed through Level N of the Continuous Progress/Mastery Learning Program in reading or is reading at a grade equivalent of 8.0 or better on a norm-referenced reading test as approved by the Department of Research and Evaluation; and (2) he/she has successfully completed the Minimum Proficiency Skills Test. In the event that the data required in (1) are not available, information contained in the student's current profile will be used along with (2) to determine exit from the bilingual program. If such profile information is insufficient, the end of upper cycle reading test is to be administered to the student.
- . Vertical criteria are a part of Table III.

E. High School Graduation Requirements

- . High school graduation requirements remain the same for all students in the Chicago public schools:
 - . eighteen units of credit in keeping with curriculum scope and sequence
 - . successful performance on the test for Public Law 195 (U.S. and Illinois State Constitutions) in English or in the student's native language
 - . successful completion of the Minimum Proficiency Skills Test in English
 - . completion of Driver Education classroom instruction
 - . at least nine weeks of Consumer Education, either in English or in the student's native language.

F. Staffing

- . Staffing formulas will be issued annually by the Office of Field Services.

- . Bilingual endorsed teachers are required for delivery of those segments of the instructional program conducted in the student's language.
- . Bilingual endorsed teachers are optional for delivery of those segments of the instructional program conducted in the English language.
- . Whenever possible, ESL instruction should be given by a teacher who has had ESL training and/or endorsement.
- . Suggested organizational patterns relating to high school bilingual programs may be found in the following:

DESIGNS FOR IMPLEMENTATION OF BILINGUAL EDUCATION PROGRAMS IN THE CHICAGO PUBLIC SCHOOLS (Chicago: Board of Education, 1977). (Sections IV, V, and VI).

A GUIDE TO THE SELECTION OF BILINGUAL EDUCATION PROGRAM DESIGNS by H. Ned Seelye and Billy N. Navarro (Arlington Heights, Ill.: Bilingual Education Service Center, 1977). (Sections VII, VIII, and IX).

- . Organizational patterns are unique to local situational variables: number of students to be served; number of languages used; size of the program; staff available. For these reasons, it is difficult to apply citywide formulas for staffing. The suggested models referred to above may require individual tailoring to accommodate these variables.

G. Special Education

- . The program of instruction for Special Education limited-English-speaking students is to be based on the Individual Education Program (I.E.P.). Details are provided in SPECIAL EDUCATION REGULATIONS AND PROCEDURES (Chicago: Board of Education, 1979).

TABLES

TABLE I
UNITS OF CREDIT REQUIRED FOR HIGH SCHOOL GRADUATION

Subject	Number of Years	Units of Credit
English	4 years	4 units
* Social Studies	3 years	3 units
** Mathematics)	3 years	3 units
** Science)		
Academic Electives	(throughout program)	6 units
Art	1 year each of Art & Music or	1/2 unit
Music	2 years of Mechanical Drawing for Shop students	1/2 unit
Physical Education or ROTC	4 years	1 unit

Note: The 18 units of credit are usually earned in four years as follows:

First year	4 3/4 units
Second year	4 3/4 units
Third year	4 1/4 units
Fourth year	4 1/4 units
	<u>18 units</u>

*Social Studies: One of the three units required for graduation may be the Proficiency in Basic Skills course, upon successful completion.

**Option: Two units of mathematics and one unit of science, or one unit of mathematics and two units of science.

Table II

HIGH SCHOOL DEPARTMENTALIZED BILINGUAL PROGRAM

PERIOD	1	2	3	4	5	6	7	8	9
BILINGUAL YEAR 1	(TWO UNITS) L	READING LAB	BILINGUAL SUPPORT	MATH	SCIENCE	(ONE UNIT) EDUCATION	MUSIC/ART (ONE CREDIT)	Y *	
BILINGUAL YEAR 2	(ONE UNIT) S	ELECTIVE CREDITS (TWO UNITS)	BILINGUAL SUPPORT	MATHEMATICS	SCIENCE	T.C.	MUSIC/ART (ONE CREDIT)	D *	C
BILINGUAL YEAR 3	(ONE UNIT) E	ELECTIVE CREDITS (TWO UNITS)	BILINGUAL SUPPORT	MATHEMATICS	SCIENCE	PHYSICAL OR R.O.	MUSIC/ART (ONE CREDIT)	U *	N
GENERAL YEAR 4	ENGLISH (ONE UNIT)	ELECTIVES AS NEEDED TO FULFILL GRADUATION REQUIREMENTS (THREE OR FOUR UNITS)				PHYSICAL OR R.O.	S T *	L	H



TAUGHT IN
NATIVE LANGUAGE



MAY OR MAY NOT BE
TAUGHT IN NATIVE LANGUAGE

BILINGUAL SUPPORT = LANGUAGE ARTS AND/OR TUTORIAL
ASSISTANCE IN NATIVE LANGUAGE; READING LAB

* STUDY PERIOD CAN BE PROGRAMMED FOR ADDITIONAL
BILINGUAL SUPPORT, IF NEEDED.

EVALUATION OF PROPOSED INSTRUCTIONAL DESIGN--HIGH SCHOOLS

Title of Program Chicago Public Schools - Bilingual Education
Differentiated Curriculum

School _____ Unit No. _____ District _____

Year of Students _____

Number of years teaching bilingual education, high school _____

The Department of Curriculum wants and needs your reaction to this field test edition. Please make concrete suggestions as to additions, deletions, and corrections. Comments regarding your experience in using the proposed design this year will be welcome. Use reverse side or additional sheets if necessary.

It would be helpful if you would organize your suggestions in the following categories:

- A. Program Components
- B. Curriculum
- C. Progress Criteria - Horizontal
- D. Exit Criteria - Vertical
- E. High School Graduation Requirements
- F. Staffing
- G. Special Education
- H. Tables

Please comment on the appropriateness of the material in this design for the students in your school.

Please return to --

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